

# Inquiry-Based Literacy Standards (I)

## Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.

## Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.
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## Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.
3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.

3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.
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**Standard 4: Synthesize information to share learning and/or take action.**

4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.
4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.
5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.
5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.	5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.	5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.	5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.